

AE-590
(A, B, D, E, & F)

B.Ed. (First Year)
Term End Examination, 2016-17

PEDAGOGY OF SUBJECT AREAS

Time : Three Hours] [Maximum Marks : 80

[Minimum Pass Marks : 27

ç·âè °·â â×âU âð ¥ÂÙè
çBçàæÆU ðââU çUâU ÎèÁ°Ð

Answer from any **one** Group
as per your specialization.

(3)

- 4. çāłĭē xđ àāĥ Bĭŵē . ēē Ÿĭ ŸĀcĀU . ēēĀ°Đ Bĭŵē çāyāē . ēē ©ġđĐ °Bç xāUß . ēē āxŪāđđ āĤ ŸāēĥĐđ . ēē . ēēġē ĭĭē āēđđ . ēē ©Āđ ĐĭŸ°Đ

Ÿĭ Bē

Ōāŵĭēđ āçBĭāŵ xđ çāłĭē Ōāēē . ēē ç . ēēŪē Ōāēē; Sßē ēĭ āĤ çāyāē Ÿāđđđ ĭĭē çāyāē āççĭĐđ māġē Ōāēē . ēē çß . ēē āŵĭē ŌŪŸŪ »ŸŪ ŪēçĭĐđ . ēē Bĭāŵ . ēēĀ°Đ

- 5. ĀāEK . Ÿx çŪxāē . ēē çāĥēĭđ °Bç Āy ēēđđ . ēē Bĭāŵ . ēēĀ°Đ

Ÿĭ Bē

çŪ ŪçŪç¹ ĭ xđ āđ ç . ēēāĤ ĭāĀŪ āçyāĭ çĀĀçāđđ çŪç¹ ° Ũ

- (a) Ōāēē çß çāđđ °Bç ŌāBđ . ēē çßçŪxĐ . ēē āāĭŪ āĤ
- (b) àāĥ ©Ū āġġāġ
- (c) çāłĭē . ēē ĀāĒĐçĐđ

(5)

State the challenges which one come across in teaching and learning of English at secondary level in India. Give your suggestions to improve the falling standard of English language in India.

4. What are the aims and objectives of teaching and learning English language in India ?

OR

What are the teaching-learning materials in English ? How text book of English is helpful in teaching English language ? Explain.

5. Every method/ approach has some good features. What are the features that you would adopt from each one of them in order to make your class a learner centred class ?

OR

Write short notes on the following :

- (a) Various methods of teaching grammar
(b) Importance of vocabulary teaching
-

(6)

AE-590 (D)

Pedagogy of Mathematics

Time : Three Hours] [Maximum Marks : 80

[Minimum Pass Marks : 27

ÙàÁÙ Ñ àÖè ÁþÙàð · ð ©ÙàÙÙ ÒèÁ°Ð àÖè ÁþÙàð · ð ¥ç¤
â×àÙ àÙ

Note : Answer **all** questions. All questions carry equal marks.

1. ÒÙ»ç†àð °¤ çßçÙÙ àÙ Áà ç¤ °¤ çßçàæÁÙ Òàæ
çÁâ· ð ÒàÙÙ ×ð ççà· è Áæ ÒàÙÙ àÙ àð Áçà ¥×è ù
¥BSÍæ · è ¥àÙÙ ÁßàáÙ àÙàæ àÙÙÙ — §â · çÙ
· è SÂcÁÙ · çÙÙ ð àÙ ØàÙ â×Ùàç° ç¤ °¤ Ò"æ
»ç†àð àð ç¤ à Áý àÙÙ àð àÙÙ àÙÙ àÙÙ ¥ÁÙÙ ©ÙàÙÙ
· è Áýè · çÙÙ àÙÙ °¤ çàçæ¤ · è M-Á ×ð ¥ÁÙè
Ùè×· è · è à×Ùàç°Ð

“Mathematics is a thought which flows in the direction of the complete abstract stage of that specific state which is being discussed.” Clarifying the above statement, explain how a child achieves his objectives after linking to Mathematics. Explain your role in the form of a teacher.

¥Í Bæ/ OR

(7)

»ç†æ . çè Áý èçì ° ßç çßàæñìæçæ . çè àççá × ð
çÛç¹ ° ð »ç†æ . çè à×Ùæð . çè çÛ° »ç†æ . çè
Öææ . çè ðæÙ Òè çæßàØ . çè àð ©ÙæÙ†ææ . çè
×ðØ× àð §àð SÂçÁÙ . çèçÁ° ð

Write in short the nature and features of Mathematics. Knowledge of language of Mathematics is also necessary to understand Mathematics. Explain it with examples.

2. »ç†æ . çè ° . çè ÖðæßáÙ çßàØ àð Mçç . çèÙ çßàØ
çè MÂ × ð . çè àð ÒÏÙ à . çè ð àð? ©ÙæÙ†ææ . çè mæÙæ
à×Ùæç° ð

How can Mathematics be converted from a frightening subject to an interesting subject? Illustrate with example.

çèçÁ° / OR

Àðæà»ÉÛ Ûæ.Ø . çè çßì æÛØæ × ð »ç†æ . çè çèçÁ° »
çèçæ 6 àð 10 Ì . çè »ç†æ çßàØ × ð àæç×Ù
çßàØ-ßSìé . çè Áçìé . çèÙ ð àçç çèçÁ° àðæß
Áçìé . çèçÁ° çèçÁ° àð ðæÙ çèçÁ° Òè ©ÙæÙ†ææ ÒÙ
à . çèÙ

While presenting the subject-matter of Mathematics syllabus from class 6th to 10th in the schools of Chhattisgarh state, give suggestions to make it more useful.

(9)

- (f) »çtãl çãnyãtã xð . ð ðÁÁÁ . ð ©ÁÐã
(g) . ðÿæ . ðËÛ xð áÔè Ò"æ . ð áãÐæ»Ìæ
(h) ðçtãl xð Òæãü ð ° Òç ðçÛÁÁ (Ûã)

Discuss on any **four** of the following topics :

- (a) Culture of Mathematics
(b) Multi-lingual Mathematics classrooms in the context of Chhattisgarh
(c) Vedic Mathematics
(d) Mathematics Club
(e) Mathematics Museum
(f) Use of computer in Mathematics teaching
(g) Participation of all children in the classroom tasks
(h) Year and unit plan in Mathematics
5. áÐÐæÿã . ð ° ðÌãçã . ð ÁçÆÛç . ð ©ÆÛ . ð Û ð ãæ áÐÐæ ÁçãÛç xð çÛçÛ ÆÿãÛ . ð áÐÐæÿã ° Òç ©Û . ð áç ðÐæÿã . ð ©ÛãÛçã Ìè ðÛ á×Ûãç ° ð

Mentioning the historical background of numbers, explain with the help of examples the kinds and operations of numbers in number system.

ÿÍ Òæ/ OR

(10)

00»ç†æ ×ð Úæ . ¢ â×S0æ¥æ ÅÚÚ ¥æí æÚÚ ÂpÚæ . ð
ãÚÚ âð ÔæÚÚÚ â×Úæ . æ çß . æ çàææ ¢ . ð çÚ°
° . ¢ çÚæ è Âçæ . æÚÚ æÚÚÚ . çææ ×ð \$â . æÚÚ . æ
æâð ç . ææ Áæ â . çæ æÚ

“Development of better understanding by solving interesting problems in Mathematics is a challenging task for a teacher.” How can this work be done in a classroom ?

(11)

AE-590 (E)

Pedagogy of Science

Time : Three Hours] [Maximum Marks : 80
[Minimum Pass Marks : 27

ÚóÀU Ñ áÖè ÁþÙàð · ð ©ÚÁU ÍèçÁ°Ð áÖè ÁþÙàð · ð ¥ç ×
â×áÙ áÐ

Note : Answer **all** questions. All questions carry equal marks.

§· ð§Û Unit-I

1. BñæÙ· × çâhæÌàð °Bç çÙØ×àð · ð çÙ×áæ · è Áý· þØæ
°Bç ©Ù· è SBè· èçÌ · è Áý· þØæ · è ÁØæBØæ
· èçÁ°Ð

Explain the process of construction of scientific theories and laws and process of their acceptance.

¥Í Bæ/ OR

çÙ· ÙçÙç¹ Ì ×ð áð ç· æáÙ Íà ÁU áçýæÌ çÁUÁçáØæ
çÙç¹ ° Ñ

- (a) BñæÙ· × SÁcÁÙ· ðÙæ · è ÙBeÙ çÙáçÌØæ
(b) BñæÙ· × ðáÙ ×ð ÁýÌ×áÙ çBSÍ áÁÙ
(c) ¥áçÙ· × Øè ×ð çSñáÙ · è Öè×· èè

(12)

Write short notes on any **two** of the following :

- (a) Current challenges in scientific explanation
- (b) Paradigmatic shift in scientific knowledge
- (c) The role of Science in modern age

§. 48iv Unit-II

2. ×dÜB ÁèBÙ ÁÙÙ çB™æÜ °Bç Ì. ðÙèç. 40æ . è ÁÇÙÙð
BaÜð ÆÐæB ÁÙÙ Áý æææ ÇÙÙ°Ð

Throw light on the effect of Science and Technology on human life.

¥Í Bæ/ OR

çÙÙ ÇÙÙç¹ Ì ×ð àð ç. æãË Ìæ ÁÙÙ àçyæË çÁÙÆçæ0æ
çÙÙç¹ ° Ñ

- (a) çB™æÜ °Bç B™æÜ. × ÌæÜ . è ÁçÌ àææÁ. ×
ÁßçËæ
- (b) çB™æÜ . è çBçÖÙÙ àæ¹ æç; °Bç Á0æÁ. ðÌæ
- (c) çBÌ æÜ0æ ×ð çB™æÜ çàayææ . è °çÌ àÙæâ. ×
ÁçÙÙÙ0

(14)

Explain the various scientific skills required to develop scientific concepts among the students with examples.

¶Í ßæ/ OR

çÙ ÙçÙç¹ Ì ×ð àð ç· æãÙ Ìà ÁÙÙ àçyãÌ çÁÙÁçtæOç
çÙç¹ ° Ñ

(a) ßÍæÙ· × ¶çÍ »× àÌ é àæ»þ àþ ð · ç
©ÁÙµÍ Ìæ

(b) ßÍæÙ· × à` Áþtæ · çáÙ · ç ¶ßÍ àÙtæ

(c) àßá æ×· × çßÍæÙ · çyæ çyæ çß· çá Ì · çÙÙð
àÌ é çßçÖçÙ Ì· çÙè· ç

Write short notes on any **two** of the following :

- (a) Availability of material source for scientific learning
- (b) Concept of scientific communication skill
- (c) Different techniques of developing interactive Science classroom

§· ç§iv Unit-V

5. ßÍæÙ· × ¶ßÍ àÙtæ çß· çá Ì · çÙÙð àÌ é àæ»þ çyæçá
· ç ççæ ðç çßáÙþtæ · ç ©ÁÙç»Ìæ · ç ßtæÙ
· ççÁ°ð

(15)

Describe the importance of discussion and analysis of content areas in developing scientific concept.

¶ÍBæ/ OR

çÙ·ÙçÙç¹Ì ×ð àð ç·æâÙ Íð ÁÙÙ àçyæÈ çÁÙAçtæðæ
çÙç¹ ° Ñ

(a) àãÙðææ·æ· ¶çÍ »×

(b) à×SØæ à×æì àÙ çBçÍ

(c) çBáØ-BStè é àçæÙÙ àð é çBçÖÙÙ çÙæìØæ

Write short notes on any **two** of the following :

(a) Cooperative learning

(b) Problem solving method

(c) Different challenges in transaction of content

(16)

AE-590 (F)

Pedagogy of Social Science

Time : Three Hours] [Maximum Marks : 80
[Minimum Pass Marks : 27

ÙòÀÙ Ñ àÖè ÁÏÙàà · ð ©ÙàÙ ÒèÁ°Ð àÖè ÁÏÙàà · ð ßç ð
â×àÙ àÙ

Note : Answer all questions. All questions carry equal marks.

1. ßàÙ çÙ · ð Øø ×ð àææÁ · ð çàÿæ · ð çÙ° @Ùàà
×æ · ð Áæ Ùàà àÙ? SÁcÁÙ · ðçÁ°Ð

Why there is a need for social education in the modern era ? Explain.

ÛÍ Bæ/ OR

ÙòàææÁ · ð çßÙàÙ ° · ð à×çßÌ çßáØ àÙÙÙ SÁcÁÙ
· ðçÁ°Ð

“Social science is an integrated subject.”
Explain.

2. ÖàÙÙ ×ð àÙ àææÁ · ð, ÖààÙÙ · ð ÁçÙßÌÙàà · ð
SØàÙ ×ð ÙÙ Òð àÙ àÙàÙ çßÌ àÙÙàà ×ð àææÁ · ð
çßÙàÙ · ð çàÿææ · ð @Ùæ ÙÿØ àÙÙð çæàÙ?

(17)

By keeping in mind the social, geographical changes in India, what should be the aim for social science education in our schools ?

¶Í Bæ/ OR

çBI aÚØ ×ð âææÁ. □ çB"æÚ çàæyææ . ð @Øæ ÚÿØ
ãP §Ù ÚÿØæ . ð ÁæÈ ç. çâ Áy æÚ . ð Áæ
â. çè æPÙ

What are the aims of Social Science education in school ? How these aims can be attained ?

3. âææÁ. □ çB"æÚ . ð çàæyæ □ . çð ÁBú ×æØç×. □ °Bç
×æØç×. □ SÌÚ . ð . çyæææ ×ð ¶SØæÁÚ ×ð ç. çÚ
çÚæÚØæ . çæ âæÚæ . çÚæ ÁçÚæ æP çÚæÚæ
Ìð çÚ SÂcÁÚ . ççÁ°ð

What are the challenges faced by teachers to teach Social Science in upper Primary and Secondary level classrooms. Explain with example.

¶Í Bæ/ OR

çBI æÍØæ . ð æ¹Ùð . ð ÁØç@»Ì çBçÖçÚÌæææ
. ð ¶æææÚ ÁÚ çÚ ÚçÚç¹Ì ×ð æð ç. çææ Íæ
ÁÏæBææÚe ÌÚæ çð . çæ BææÚ . ççÁ° Ñ

- (a) ççææ
- (b) Bææ-çBææ

(18)

- (c) .Üæ
- (d) ¥çÖÜØ
- (e) ÂÿÎ×âÿ çÛ×âæ

Describe any **two** of the following effective methods which cater to the individual differences in learning of students :

- (a) Discussion
- (b) Debate
- (c) Art
- (d) Dramatization
- (e) Making Model

4. @Öæ âk . ÆÄÜæ . æ ©ÄÖæ ßçÏâæ çâÿæ . ð çÛ° . çÛ â . çÛ ãñ çÄâ Âÿ çÛ ÜæÛ âæ æÖæÜ Äæð . çÛ Üð . çÛ mâæ . çÛ çâææ . æ »ÿÏ

Can we use fiction to teach History as was tried by several writers like Rahul Sankrityayana ?

¥Í Bæ/ OR

çÛ ÜçÛç¹ Ì ×ð âð ç . çâÿ Òæ ÄÜÜ âçÿæÏ çÄÄçæð çÛç¹ ° Ñ

- (a) ×âÛ Øæ

